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ABSTRACT

Seventeen issues of a newsletter on recent library statistics in Colorado highlight the following topics: the role of academic and public libraries in distance education; measures taken by public libraries with mill levies to exempt their income/expenditures from restrictions; after-school operations in library media centers; library media specialists and technology linked to higher CSAP (Colorado Student Assessment Program) scores; marketing skills for school library media specialists; technology trends for school library media programs, 1994-98; public library salaries compare unfavorably with average teacher pay; almost seven million Americans "unserved" by public libraries; lack of state funding associated with smaller, aging collections; smaller secondary schools less likely to meet North Central Association staffing requirements for library media programs; the Colorado Library Card program; student use of library media programs key to NAEP (National Assessment of Educational Progress) success; well-managed library media programs that cooperate with local public libraries linked to higher CSAP scores; World Wide Web access via library media centers in public schools; better-funded public libraries provide more service to individual users; state and national data link circulation of children's material from public libraries and reading test scores; teens credit librarians with influencing their book purchases; and library media programs mirror nation's schools on Internet access for students. (MES)

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Fast Facts: Recent Statistics from the Library Research Service, Nos. 138-155 January 14,1998-November 11, 1998

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FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 138 January 14, 1998

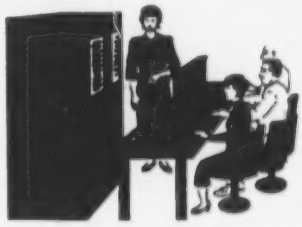
The Role of Academic and Public Libraries in Distance Education

HIGHLIGHTS

- **Public libraries popular sites for delivery of distance education courses.**
- **Library resources most often extended to distance learners from four-year institutions.**
- **Lack of library resources perceived as a serious obstacle to starting or expanding programs.**

The National Center for Education Statistics released a statistical analysis report titled **Distance Education in Higher Education Institutions** (NCES 98-062) in October 1997.

A few of the questions in this survey concerned the role of academic and public libraries in distance education. Three of these questions yielded especially interesting results.



Libraries Among Most Popular Sites

The first such question concerned the numbers of courses directed to different types of remote sites.

- Nationally, libraries (presumably public libraries) rank next after students' homes, academic campuses, work sites, and schools as distance education sites.
- In the West, libraries outranked schools as distance education sites by almost 50 percent.
- Libraries in the West constitute over one-third of the library distance education sites in the nation.

Table 1 ■ Number of Courses Directed By Higher Education Institutions to Remote Sites By Type, 1995

Type of Remote Site	Geographic Area	
	U.S.	West
Students' homes	10,380	4,210
Branch institutions	9,580	4,100
Other college campuses	5,700	2,090
Work sites	5,240	2,150
Elementary/secondary schools	2,220	550
Libraries	*2,030*	*760*
Other sites	1,860	530
Correctional institutions	1,630	910
Community-based organizations	540	170

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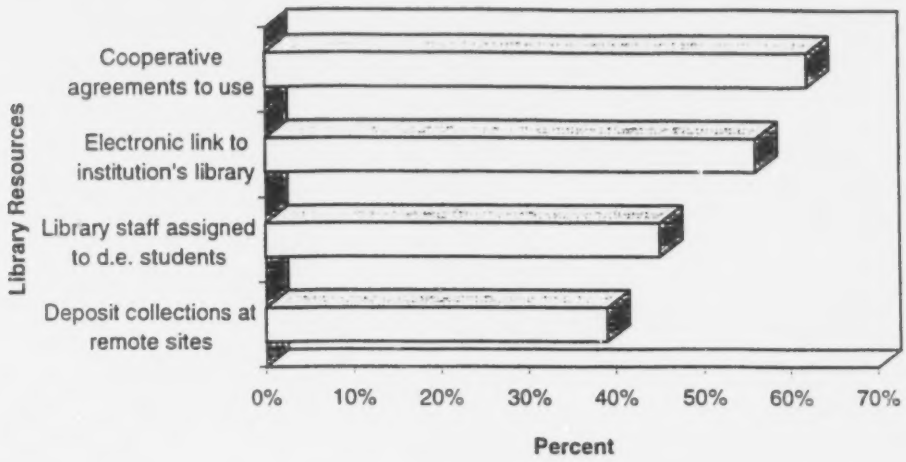
Library Resources Available to Distance Education Students, 1995



Library Resources Available To Distance Education Students

A second interesting, library-related question concerned the types of library resources available to distance education students. The responses to this question indicate that:

- The most popular means of addressing the library needs of distance education students is to make cooperative agreements to use other libraries. Almost two-thirds of institutions providing distance education use this strategy.
- Just over half of institutions offering distance education courses link students to their libraries electronically.

Table 2 ■ Institutions Providing Access to Library Resources to Students in Some or All Distance Education Courses by Sector and Level, 1995

	Percent of Sector		
Library Resource	Public 2 year	Public 4 year	Private 4 year
Access to electronic link to institution's library	40%	78%	62%
Institution's library staff assigned to assist d.e. students	41%	45%	53%
Cooperative agreements for students to use other libraries	58%	75%	54%
Deposit collections at remote sites	38%	47%	25%

- Public four-year institutions are most likely to make library resources available to distance education students. Three out of four such institutions provide both electronic links to their own libraries and cooperative agreements for students to use other libraries. Almost half provide deposit collections at remote sites.
- Private four-year institutions are less likely to provide for the library needs of distance learners. A third lack electronic links to their libraries and almost half have neither library staff assigned to distance education students nor cooperative agreements for their students to use other libraries.

- Community colleges (i.e., public two-year institutions) are least likely to provide any type of library resources to distance learners. More than two out of five such institutions provide no electronic links to their libraries, over half do not assign library staff to meet the needs of distance education students, and three out of five have no cooperative agreements that entitle such students to use other libraries.

Lack of Access to Library Resources as an Obstacle to Starting or Expanding Distance Education Programs

A third interesting library-related question in this study concerned perceived obstacles to starting or expanding distance education programs.

Table 3 ■ Perceived Obstacles to Starting or Expanding Distance Education Programs, 1995

Perceived Obstacle	Percent
Program development costs	84%
Concerns about course quality	68%
Concerns about faculty workload	67%
Lack of faculty interest	65%
Lack of faculty rewards or incentives	60%
Lack of access to library or other resources for instructional support	***55%***
Legal concerns (e.g., intellectual property rights, copyright)	43%
Lack of fit with institution's mission	42%
Lack of support from institutional administrators	40%
Inability to obtain state authorization	21%

- Undeniably, one of the primary forces driving the expansion of distance education is its revenue-generating potential. But, decision-makers approaching such efforts for the first time are very concerned about the costs of establishing distance education programs. Four out of five institutions identified this as the number one obstacle to their starting or expanding such a program.
- After development costs, the next four highest ranking perceived obstacles concern the impact of such programs on faculty. About two-thirds of institutions identified faculty-related concerns, such as increased workload and lack of rewards or incentives for faculty participation.
- Over half of institutions indicate that lack of access to library and related instructional resources is perceived to be an obstacle to starting or expanding distance education programs.
- Two out of five institutions also cite library-related legal concerns, such as copyright, as a perceived obstacle.

Summary

Public and academic libraries are key players in distance education. Many public libraries, especially in the West, serve as remote sites for courses. Academic libraries are critical to the development of distance education. While library services are provided to distance learners by a variety of means, they are critical to the development and expansion of such programs.

FAST FACTS

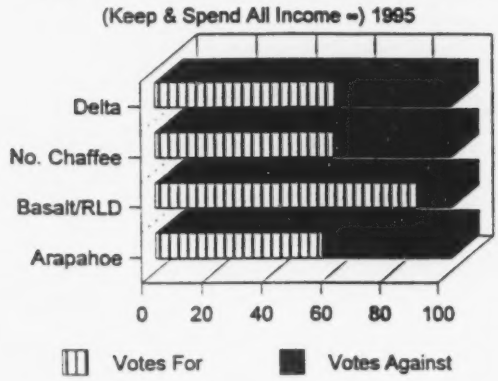
Recent Statistics from The Library Research Service

ED3/110.10/No. 139 February 4, 1998

"De-Brucing" Colorado Public Library Income & Expenditures

Since passage of Amendment 1, the Taxpayer's Bill of Rights (TABOR) amendment, many public library districts and county libraries with dedicated mill levies have taken steps to exempt their income and expenditures from the restrictions imposed by that measure. In order to respond to many requests for data about this phenomenon, the Library Research Service surveyed all such libraries to learn what steps, if any, of this sort they have taken. Surveys were sent to 56 libraries in the state. Of the 43 surveys returned, 19 have taken no "de-Brucing" action since enactment of the TABOR amendment. Of the remaining 23 -- **20 libraries reported a "win"** at the ballot box between 1995 and 1997! Some of these had mixed results. For instance, Pine River LD reported a loss when requesting a mill levy increase, while receiving a "yes" from voters in its request to keep and spend all income indefinitely.

Chart 1: Library De-Brucing Votes



Keep and Spend All Income

Libraries throughout the state placed a variety of measures on the ballot in 1995, 1996 and 1997. The measures ranged from asking voters to allow libraries to keep and spend all income indefinitely; to keep mill levy income indefinitely; to raise the library's mill levy rate and keep and spend income; or to raise the library's mill levy rate and be subject to TABOR limitations.

Charts 1 and 2 show how voters responded to ballots petitioning for libraries to keep and spend all income indefinitely in 1995 and 1996. The percentage of voters in favor of de-Brucing rose from 58 percent in 1995 to 66 percent in 1996. Of the 15 libraries requesting to keep and spend income indefinitely, 14 were victorious in their elections! The only library district to lose this measure was Hinsdale, which ultimately won an increase in the mill levy rate.

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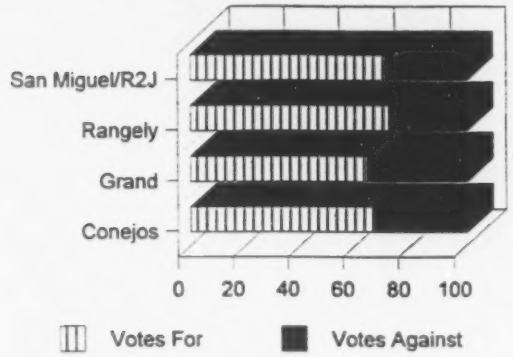
Chart 2: Library De-Brucing Votes
(Keep & Spend All Income ∞) 1996



"The lesson of the so-called Tax Payer Bill of Rights is very plain. Voters are not fools. Nor are they blindly anti-government. Before they agree to pay a new tax, they simply want to know what they will get, and what it will cost. That's perfectly reasonable -- and for libraries, it's effective."

James LaRue
Douglas Public Library District

Raise Mill Levy Rate and Keep and Spend All Income

Requests to raise mill levy rates and to keep and spend income were less popular with the voters. Table 1 summarizes results for this type of measure for all libraries reporting:

Table 1: Votes to Raise Mill Levy Rates and Keep and Spend All Income

	For	Against
1995	41%	59%
1996	62%	38%
1997	46%	53%

Even though the numbers may not sound promising, the important consequence of these ballot initiatives is **eight libraries won mill levy increases while five lost** between 1995 and 1997. Table 2 lists the winners and their mill levy gains. How can the statewide average vote be adverse when a majority of libraries on the ballot ultimately won? The answer is because those that won, won by relatively small margins (e.g., 10 percentage points) while some that lost, lost by much wider margins (e.g., almost 35 percentage points).

Table 2: Mill Levy Rates Before and After De-Brucing

Library	Before	After	Percent Increase
Delta	1.500	3.000	100%
Douglas	2.602	4.000	54%
Hinsdale	1.250	1.750	40%
Meeker	1.609	2.150	34%
Mesa	2.730	3.000	27%
Pueblo	3.500	5.250	50%
Rangely	0.327	0.500	53%
San Miguel R2J	2.978	3.478	50%

Table 3: De-Bruced Libraries 1995-1997

Library	Keep All Income	Mill Levy Raised and Keep Income	Year(s) Passed
Arapahoe LD	X		1995
Basalt RLD	X		1995
No. Chaffee/Buena Vista	X		1995
Conejos CO	X		1996
Delta CO	X	X	95 & 97
Dolores PL/Montezuma	X		1997
Douglas PLD		X	1996
East Routt LD	X		1997
Grand CO LD	X		1996
Hinsdale CO LD		X	1997
Kiowa CO PLD	X		1997
Meeker RLD		X	1997
Mesa CO PLD	X	X	1997
Pine River LD/Bayfield	X		1997
Pueblo LD		X	1995
Rangely RL	X	X	1996
San Miguel R2J/Norwood	X	X	1996
San Miguel/Telluride	X		1997
Southern Peaks PL/Alamosa	X		1997

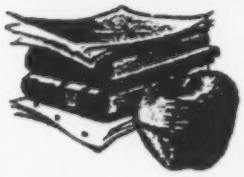
Other winning ballot actions:

- Arapahoe LD also won the measure to keep and spend $2.4 million in funds from an increased mill levy to generate the amount.
- No. Chaffee/Buena Vista's ballot measure also passed to raise their mill levy rate and be subject to TABOR limitations.
- Eagle Valley won their 1997 ballot to keep and spend mill levy income indefinitely.
- East Routt will keep and spend all 1996 excess revenues ($7,494).
- Mesa will also keep and spend non-federal grant money.
- San Miguel/Telluride passed a property tax issue for a new library building.

FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 140 April 30, 1998



AFTER SCHOOL OPERATIONS IN COLORADO LIBRARY MEDIA CENTERS

The Library Research Service recently conducted a Fast Facts survey of Colorado library media centers (LMCs) to collect information about being open after regular school hours. LMCs that reported after school hours in the LRS annual survey were sent this survey (82 libraries). Fifty-six questionnaires (68 percent) were completed and returned.

After School Highlights

- 91% staffed by regular staff
- 64% of after-school hours paid by school districts
- 44% of staff work additional hours for same hourly wage (the most frequent practice)
- 14% of staff volunteer their time

It should come as no surprise that regular media center staff are working both normal school hours and after school, even occasionally volunteering their time.

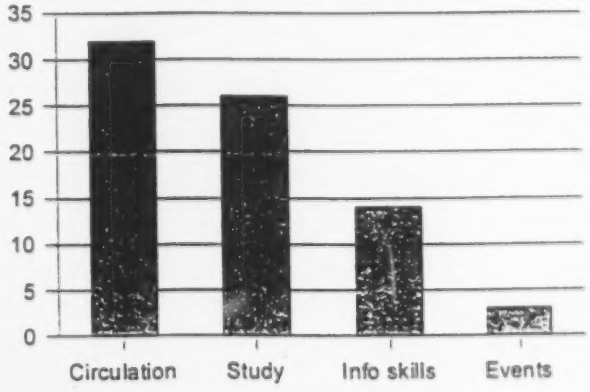
- 54 percent are library media aides,
- 45 percent are CDE-endorsed school library media specialists, and
- 29 percent are librarians with MLS.

(Note: When asked about the level of staff who work after school, LMCs were invited to mark all that apply. Therefore, the above figures total more than 100 percent)

What are LMCs being used for after school?

Circulation accounts for the highest level of after school use followed closely by study (i.e., on-site use of library media resources by students) . In a typical week, responding libraries reported checking out an average of 32 items and enabling an average of 26 students to study. Other uses are presented in Chart 1.

Chart 1: Typical Weekly LMC Use After School Hours



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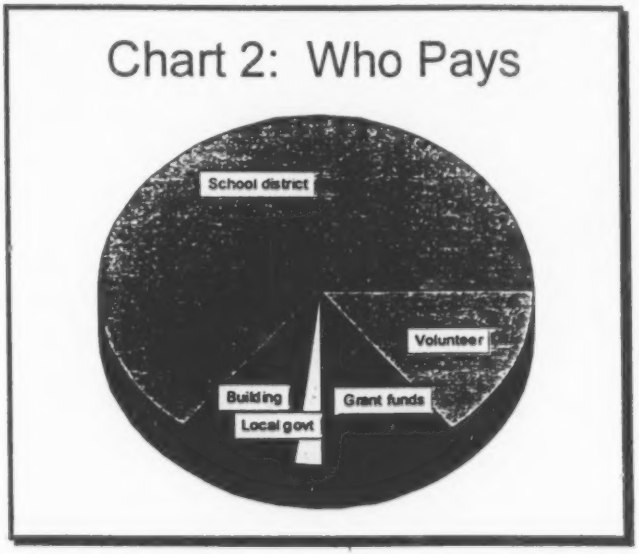
How much of total LMC use is accounted for by after school use?

For 1997, total annual circulation for the state's LMCs topped 1.1 million. Based on typical week estimates, after school circulation accounted for over 68,000 of those transactions—over six percent. For the same year, information skills instruction contacts totaled approximately 278,000 statewide--about 30,000 of which (almost 11 percent) occurred during after school hours.



Who pays to keep library media centers open after school?

Of respondents to this question:

- 65 percent reported the school district pays the wages of after school staff.
- 14 percent have staff who volunteer their time.
- 10 percent said grant money pays.
- 9 percent of school buildings pay.
- 2 percent reported local government covering the expense.

How are staff who keep the LMC open for use after regular school hours paid?

Of respondents to this question:

- 44 percent have staff work additional hours for the same hourly wage.
- 42 percent have staff work after school hours (instead of regular school hours) for same hourly wage.
- 14 percent have staff work after school hours in addition to regular school hours at an overtime rate.

SUMMARY

- Colorado library media centers that stay open after school are almost as likely to be staffed by a library media specialist as an aide.
- Two out of three school districts pay after school staff.
- Nine out of ten pay staff to work after school at the school day rate.
- One out of seven pays after school staff at a higher overtime rate.

After school hours provide small but significant percentages of students with a quiet, safe, supervised place to study as well as opportunities to borrow books and other materials. Students receive information skills instruction and other direct assistance from library media

FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 141 August 15, 1998

Library Media Specialists & Technology Linked to Higher CSAP Test Scores

In 1997, Colorado fourth graders were the state's first public schoolchildren to be tested on reading via the Colorado Student Assessment Program (CSAP). Average test scores for a stratified and weighted random sample of 67 (seven percent) of Colorado's 908 elementary schools were combined with data about their library media programs to answer the following questions:

Are students likely to earn higher reading scores if:

- *their schools have state-endorsed library media specialists?*
- *their school library media specialists are supported by aides?*
- *their library media specialists play a vital instructional role, complementing the work of classroom teachers?*

Table 1 ■ Library Media Specialists, Their Activities & CSAP Reading Test Scores, Colorado Public Schools, 1996-97

Condition present/absent	Number of Responding Schools	Average 4th Grade Reading Scores, 1997 Mean	Median
Library Media Staff			
Library media specialist			
■ present	32	62	67
■ absent	25	53	59
Library media specialist & aide			
■ present	36	63	66
■ absent	21	51	53
Library Media Specialist Activities			
Planning instruction with teachers			
■ present	35	58	66
■ absent	16	54	59
Information literacy instruction			
■ present	49	57	64
■ absent	2	45	45
Providing in-service training for teachers			
■ present	29	59	67
■ absent	22	54	59
Evaluating students' work			
■ present	34	58	65
■ absent	17	54	59

The answer to all of these questions is a resounding yes! Students in schools with well-staffed library media programs averaged reading scores five to ten points higher than those without such staffing.

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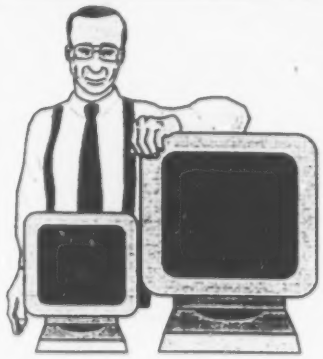
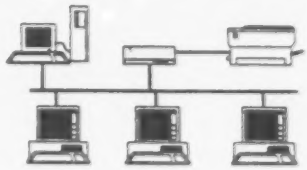
Table 2 ■ Technology in School Library Media Centers & CSAP Reading Test Scores, Colorado Public Schools, 1996-97

Condition present/absent	Number of Responding Schools	Average 4th Grade Reading Scores, 1997	
		Mean	Median
LMC has district-wide catalog			
■ present	18	62	66
■ absent	39	56	59
LMC provides access to online databases			
■ present	14	63	71
■ absent	43	56	64
LMC resources accessible via local area network (LAN)			
■ present	33	61	67
■ absent	24	54	54
LMC provides students access to World Wide Web			
■ present	33	59	66
■ absent	24	57	57
LMC provides students access to ACLIN			
■ present	26	62	69
■ absent	29	56	59

Do students earn higher reading scores if their school library media programs incorporate the latest information technology? **Again, the answer is a resounding yes.** Average reading scores also tended to be five to ten points higher for students whose library media programs offered district-wide catalogs, online database search services, LAN access to library resources, and access to the World Wide Web, particularly the Access Colorado Library and Information Network (ACLIN).

Answers to these questions were sought as part of the preliminary analysis of available data to be used in a new Library Research Service study, **How School Librarians Help Kids Achieve Standards**. This study is Colorado's follow-up to its landmark 1992-93 study, **The Impact of School Library Media Centers on Academic Achievement**. This initial review of available data was funded by a mini-grant from the cooperative programs fund of the Colorado Regional Library Service Systems. The follow-up study is being funded by a state grant from Library Services and Technology Act funds. That study's results will be published early in the year 2000, but an early report of the findings will be made at the 1999 National Conference of the American Association of School Librarians.





FAST FACTS

Recent Statistics from The Library Research Service

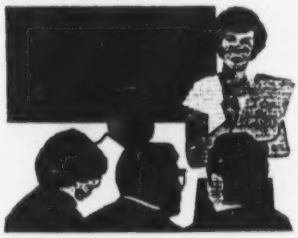
ED3/110.10/No. 142 August 15, 1998

Creating Change in Challenging Times

Marketing Skills for School Library Media Specialists

A Follow-Up Report on the 1997 Colorado Library Marketing Council Workshops

During 1997, the Colorado Library Marketing Council sponsored a series of workshops to develop the marketing and customer service skills of school library media specialists and to encourage them to adopt "internal locus of control"—i.e., to understand that the status of their positions can be attributed largely to factors under their own control. Recently, having allowed an interval of six months to elapse since the last in the series of workshops, the Library Research Service conducted a follow-up survey of participants to assess the impact of these events. Twenty out of 25 questionnaires were returned, for an 80 percent response rate. The accompanying table presents the results of that survey, including the number and percentage of participants marking each response.



Answers to most of the questions indicate that the workshops were highly successful:

- Virtually all of the responding participants (95 percent) indicate 1) that they are now more likely to attribute the status of their positions in their schools to factors they can control, 2) that they have integrated improved marketing and customer service skills into their jobs, and 3) that they have actually changed what they do based on their own market research projects.
- Nine out of ten responding participants (90 percent) assessed the workshops as being a good or excellent investment of their time that is having a positive or very positive long-term impact on how they do their jobs.
- More than eight out of ten responding participants (85 percent) reported that they are more likely to set goals and objectives for marketing their services to their clients, and that they have actually changed how they do their jobs based on their own market research projects.

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Most of the workshop participants are still putting into action what they learned in the workshops:

- Four out of five responding participants report that they are actively engaged in market research projects. All of these projects include one-to-one interviews, and half of them include analyzing available data. About a third of those doing market research are employing surveys or focus group interviews.
- Two-thirds of responding participants report that they are developing policies and procedures on customer service for their library media programs.

Clearly, the workshops are having a profound impact on the participants, but what gains are these changes producing?

- Responding participants indicate that teachers and, to a lesser extent, administrators consider library media specialist positions more essential, thanks to the changes flowing from the workshops. Seven out of ten respondents indicate that teachers consider them more essential, but only three out of ten could say the same about administrators.
- Nine out of ten responding participants report improved communication with colleagues, and half report being more involved in building-level decision-making. Less frequently reported gains include: avoiding staff or budget cuts (35 percent), being asked to serve on or lead committees (30 percent), and increasing staffing or budget (15 percent).

These lasting, long-term impacts of the CLMC model for marketing, customer service, and locus-of-control training will be available to a wider audience of librarians in 1998-99. A Library Services and Technology Act (LSTA) grant is enabling CLMC to replicate this proven two-workshop series statewide for librarians of all types.

The first pair of workshops will be held on October 16, 1998, in Colorado Springs. The first of these two events is a Colorado Library Association pre-conference. (See the CLA conference web site, http://douglas.lib.co.us/ cla98/, or the specific entry on this event, http://198.59.43.100/ cla98/marketing.html). The second of the first two events is on December 10, 1998, in Pueblo. The second pair of workshops will be held in mid-November 1998, in Estes Park and in mid-January 1999, in Longmont, and the third pair in late January and mid-March 1999, in Grand Junction.

Watch the "libnet" listserv and the state continuing education database on ACLIN (http://CEDB.aclin.org)for additional details. For answers to other questions related to these events, contact Mark Estes, co-chair, Colorado Library Marketing Council, at estesm@hro.com, or your Regional Library Service System office.

Creating Change in Challenging Times

Marketing Skills for School Library Media Specialists

The Colorado Library Marketing Council Workshops

Follow-up Survey Results

Question	Response	Number	Percent
1. Overall, did participating in the workshops have a positive, long-term impact on how you do your job? Mark (X) one.	Very positive	2	10
	Positive	16	80
	No change	2	10
	Negative	0	0
2. Overall, was attending the workshops a good investment of your time? Mark (X) one.	Excellent investment	6	30
	Good investment	12	60
	Fair investment	2	10
	Poor investment	0	0
3. Since participating in the workshops, are you more or less likely to attribute the status of your position in your school to factors that you can control? Mark (X) one.	Much more likely	7	35
	Somewhat more likely	12	60
	About the same	1	5
	Less likely	0	0
4. Since participating in the workshops, are you more or less likely to set goals and objectives for marketing your services to your clients? Mark (X) one.	Much more likely	10	50
	Somewhat more likely	7	35
	About the same	3	15
	Less likely	0	0
5. Did you change <u>what</u> you do on the job based on the market research project you completed between the workshops? Mark (X) one.	Yes	7	35
	In progress	12	60
	No	1	5
6. Did you change <u>how</u> you do your job based on the market research project you completed between the workshops? Mark (X) one.	Yes	6	30
	In progress	11	55
	No	3	15
7. Are you still doing market research? Mark (X) one.	Yes	4	20
	In progress	12	60
	No	4	20
8. If so, what method of research are you doing? Mark (X) all that apply.	Survey	5	25
	One-to-one interviews	16	80
	Focus group interviews	5	25
	Analyzing available data	10	50
9. Have you developed policies and procedures on customer service since the workshop? Mark (X) one.	Yes	1	5
	In progress	13	65
	No	6	30
10. Do you believe that library media specialists are considered more essential by administrators in your building than before you participated in the workshops? Mark (X) one.	More essential	6	30
	No change	14	70
	Less essential	0	0

Creating Change in Challenging Times

Marketing Skills for School Library Media Specialists

The Colorado Library Marketing Council Workshops

Question	Response	Num-ber	Per-cent
10. Do you believe that library media specialists are considered more essential by teachers in your building than before you participated in the workshops? Mark (X) one.	More essential	14	70
	No change	6	30
	Less essential	0	0
11. Have you (or any of your staff) received further training in customer service skills since you participated in the workshops? Mark (X) one.	Yes	3	15
	Scheduled	2	10
	No	15	75
12. Have you integrated improved marketing skills into how you do your job? Mark (X) one.	Extensively	2	10
	Somewhat	17	85
	A little	1	5
	Not at all	0	0
13. Have you integrated improved customer service skills into how you do your job? Mark (X) one.	Extensively	3	15
	Somewhat	16	80
	A little	1	5
	Not at all	0	0
14. What gains have you achieved using the marketing or customer service skills you acquired through the workshops? Mark (X) all that apply.	Improved communication with colleagues	18	90
	More involved in building level decision-making	10	50
	Asked to serve on or lead building, district, or association committee(s)	6	30
	Avoided staff or budget cut	7	35
	Increased staffing or budget	3	15

FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 143 August 18, 1998

Technology Trends for Colorado School Library Media Programs, 1994-98

A first look at 1998 data on school library media (LM) programs in Colorado reveals some encouraging trends about the role of technology in those programs. From 1994 to 1998, the percentage of LM programs making various technologies available to their clients—both teachers and students—increased dramatically.

Highlights:

- Since 1994, Internet access for students almost quadrupled. While only one in six LM programs provided Internet access for students in 1994, four out of five provide students access to the World Wide Web today.
- The Access Colorado Library and Information Network (ACLIN), available in only two out of five schools in 1994, is now available to all schools that provide web access.
- Computers with modems, local and district catalogs, and online database searching are also more common in 1998 than in 1994, as are "basic" technology items, such as touch-tone telephones, photocopiers, and fax machines.

Table 1 ■ Types of Technology Reported by Colorado Library Media Programs, 1998 and 1994 Percentages and Percent Change
Ranked by percent reporting in 1998

Type of Technology	1998	1994	Percent Change
Touch-tone telephone	91%	78%	17%
Internet/Web access for LMC staff	85%	24%	254%
Internet/Web access for teachers	84%	21%	300%
Computer with modem	81%	69%	17%
Internet/Web access for students	79%	16%	394%
Photocopier in the LMC	60%	43%	40%
Locally automated, stand-alone catalog	58%	46%	26%
Online searching of remote databases	38%	29%	31%
District-wide automated catalog	38%	23%	65%
Fax machine in the LMC	37%	18%	106%

These figures are based on 255 questionnaires returned from a 300 school sample (an 85 percent response rate) representing all public schools in the state. For complete results of the survey, watch the Library Research Service web site, www.lrs.org, in late September or early October 1998. An announcement of that posting will be sent to several relevant listservs, including libnet, k12, and lmnet.

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FAST FACTS

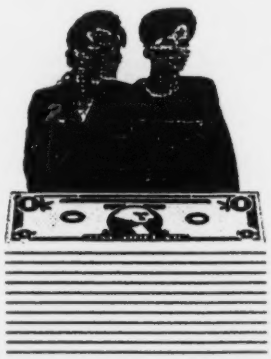
Recent Statistics from The Library Research Service

ED3/110.10/No. 144 August 19, 1998

Public Library Salary Spending Compares Unfavorably with Average Teacher Pay

According to **Public Library Standards for Colorado 1997**, public libraries serving populations under 2,500 should have directors employed for a minimum of 20 hours per week, those serving 2,500 to 9,999, 30 hours per week, and those serving 10,000 and over, 40 hours per week. This standard implies that, in general, libraries should be open and staffed for such hours.

To estimate what staffing public libraries at such levels would cost—allowing for differences from one jurisdiction to another—the average salary for one public school teacher in the same area was used as a benchmark—indeed, a very conservative one.



Adjusting for the conditions described above, how well are the state's public libraries funded for staffing?

- Over one-quarter of the state's public library jurisdictions spend less on all staff salaries than their school district spends on the average teacher's salary.
- Of public libraries serving populations fewer than 2,500, almost half spend less on all staff salaries than the average local teacher's salary.
- Of public libraries serving between 2,500 and 9,999, one quarter spend less on all staff salaries than the average local teacher's salary.

Table 1 ■ Colorado Public Library Salary Spending Compared with Average Teacher's Salaries, 1997

Colorado public libraries by population of legal service area (recommended minimum hours for library director)	Total Number	Spending less than average teacher salary (for specified hours) Number	Percent
Fewer than 2,500 (20 hours per week)	46	21	45.6%
2,500-9,999 (30 hours per week)	32	8	25.0%
10,000 and more (40 hours per week)	34	1	2.9%
Total	**112**	**30**	**26.8%**

Sources: Data on public library salary spending were taken from responses to the 1997 Colorado Public Library Annual Report survey. Data on average teacher's salaries for 1996-97 were obtained from the Research and Evaluation Unit of the Colorado Department of Education.

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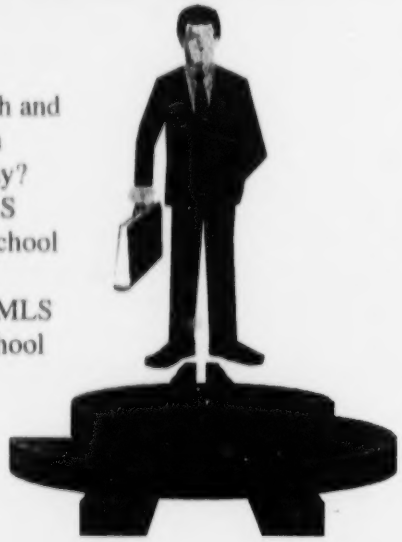
Postscript: The Value of an ALA-MLS Degree



How do full-time salaries for Colorado public library directors—with and without master's degrees from programs accredited by the American Library Association (ALA-MLS)—compare with average teacher pay?

- Of the state's 37 full-time public library directors with ALA-MLS degrees, only four (10.8 percent) are paid less than the average school teacher in their area.
- Of the state's 34 full-time public library directors without ALA-MLS degrees, 25 (73.5 percent) are paid less than the average local school teacher.
- Among ALA-MLS directors, the gap for those who earn less than teachers averages about $3,750 annually. Among directors without ALA-MLS degrees, the gap for those who earn less than teachers averages over $8,000 annually—a gap more than twice as large.

Methodological Notes

- For purposes of this analysis, teachers are treated as full-time employees. For that reason, only salaries for full-time public library directors are compared with those for teachers. For purposes of public library statistics, "full-time" is defined as 40 hours per week, regardless of the library's hours of public service or its own local definition of "full-time."
- While there is no data on the level of education for directors without ALA-MLS degrees, it is known that some graduated from high school, some spent some time in college, and others earned associate's and bachelor's degrees. Of course, it is not necessarily inappropriate or surprising that public library directors who lack the bachelor's degrees required of teachers earn less than them. Unfortunately, the number of such cases is not known.

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FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 145 September 1, 1998

Almost 7 Million Americans "Unserved" by Public Libraries

According to 1996 data from the National Center for Education Statistics (with some corrections from a few state library agencies), 6,908,844 Americans in 24 states live beyond the legal service area of any public library—roughly the equivalent of the entire Washington, DC, or San Francisco metropolitan area. These individuals are "unserved," as there is no public library legally responsible for meeting their needs for reading matter, information, and access to the "information superhighway." Reasons for this situation, include, but are not limited to, the following:

- In many U.S. counties, there are only municipal libraries, and no provision is made for countywide service that covers residents of unincorporated areas.
- Some units of government (e.g., counties, cities, towns, townships) that are not part of larger units of service (e.g., library districts, county library systems) cannot afford to support libraries.
- A few local governments have even closed public libraries due to fiscal problems.
- Beyond such circumstances, which explain the actual absence of any public library service, some public libraries are so inadequate in terms of local support, staffing, hours of service, or the like, that they are not recognized by the state library agency as a public library.

The acompanying table reports, for 1996, the state population estimate, the unduplicated total population of legal service areas (i.e., the population living within library service areas—excluding overlaps), the difference between those two figures, and that difference both as a percent of the state population estimate, and as a percent of the national difference.

Highlights:

- Two states, Texas and New York, account for 40 percent of "unserved" Americans. Each state reports over 1.3 million "unserved" residents.
- Six states—South Dakota, New Mexico, Oklahoma, Maine, Idaho, and North Dakota—report between 18 and 30 percent of their state populations as "unserved". At the extremes of this group, three out of 10 South Dakotans and one out of five North Dakotans live outside public library service areas.

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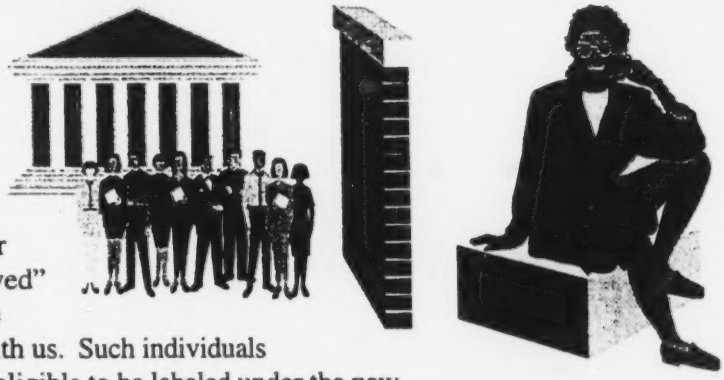
- Seven states—Indiana, Vermont, Texas, Missouri, New York, Alabama, and Oregon—report between five and ten percent of their state populations as "unserved". At the extremes of this group, about one of every ten Indianans and about one of every 17 Oregonians live outside public library service areas.
- Another seven states—Washington, Florida, Pennsylvania, Colorado, New Jersey, Kentucky, and California—report between one and five percent of their state populations as "unserved". At the extremes of this group, one of every 25 Washingtonians and one of every 100 Californians live outside public library service areas.
- Four states—Virginia, Michigan, Massachusetts, and Kansas—report negligible "unserved" populations—less than one percent of each state's population.
- Typically, among states with "unserved" populations, the number of "unserved" individuals ranges between 100,000 and 300,000. (The median is about 200,000.) Such figures approximate the populations of metropolitan areas, such as Boulder, CO; Galveston, TX; Manchester, NH; Racine, WI; and Santa Cruz, CA

The good news is:

- The remaining 27 states report no "unserved" populations.
- In many of the states that reported "unserved" populations, there are statewide reciprocal borrowing programs (e.g., the Colorado Library Card) as well as other formal and informal arrangements that provide some kind of access to library services to the "unserved."



Still, these findings should serve as a wake-up call to those who erroneously believe that the now-defunct Library Services and Construction Act (LSCA) brought all Americans into the public library "fold." While an even greater number of Americans are "underserved" by public libraries that lack adequate resources, the "unserved" are still with us. Such individuals should be counted among the many eligible to be labeled under the new Library Services and Technology Act (LSTA) as "persons who have difficulty using libraries."

Difference Between State Population Estimates and Unduplicated Population of Legal Service Areas, 1996 Ranked by Difference

State	State population estimate	Unduplicated total population of legal service areas	Difference	Difference as percent of state population estimate	Difference as percent of national difference
US	167,767,244	160,858,400	6,908,844	4.3%	100.0%
TX	18,373,280	17,034,806	1,338,474	7.9%	19.4%
NY	17,990,764	16,679,503	1,311,261	7.9%	19.0%
OK	3,205,234	2,565,467	639,767	24.9%	9.3%
IN	5,544,159	5,074,355	469,804	9.3%	6.8%
FL	14,411,563	13,995,295	416,268	3.0%	6.0%
MO	5,358,692	4,963,040	395,652	8.0%	5.7%
NM	1,689,849	1,342,546	347,303	25.9%	5.0%
PA	11,888,945	11,624,522	264,423	2.3%	3.8%
AL	4,137,511	3,898,913	238,598	6.1%	3.5%
CA	32,323,595	32,100,110	223,485	0.7%	3.2%
ME	1,243,316	1,033,572	209,744	20.3%	3.0%
WA	5,516,800	5,316,278	200,522	3.8%	2.9%
ID	1,189,251	994,721	194,530	19.6%	2.8%
OR	3,132,000	2,963,827	168,173	5.7%	2.4%
SD	696,004	535,919	160,085	29.9%	2.3%
ND	643,042	545,425	97,617	17.9%	1.4%
NJ	7,903,994	7,831,397	72,597	0.9%	1.1%
CO	3,822,676	3,767,778	54,898	1.5%	0.8%
VT	576,000	531,000	45,000	8.5%	0.7%
KY	3,685,296	3,651,328	33,968	0.9%	0.5%
MI	9,295,297	9,282,420	12,877	0.1%	0.2%
VA	6,539,446	6,527,319	12,127	0.2%	0.2%
MA	6,041,187	6,040,116	1,071	0.0%	0.0%
KS	2,559,343	2,558,743	600	0.0%	0.0%

States reporting the same figures for state population estimate and unduplicated total population of legal service areas were: AK, AR, AZ, CT, DC, DE, GA, HI, IA, IL, LA, MD, MN, MS, MT, NC, NE, NH, NV, OH, RI, SC, TN, UT, WI, WV, and WY.

Sources: NCES early release file of public library data for 1996, corrections from CO and TX state library agencies.

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FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 146 September 1, 1998

How Colorado Ranks on Public Library Statistics

Lack of State Funding Associated with Smaller, Aging Collections

In 1996, Colorado ranked in the top half of the states on most public library statistics. Two statistics on which the state ranked among the highest and among the lowest are noteworthy:

- Statewide, public libraries were generally funded well by local government. At $26.00 per capita, Colorado ranked 9th in the nation on local income in 1996. Such income included direct tax support of library districts as well as property and sales tax revenues channeled through general funds by counties, cities, and towns and received by local libraries.
- The same year, Colorado was one of only a half dozen states in which public libraries received no regular income from state government. In every other state, equity of access to public library services is guaranteed by a reliable, annual program of state funding. Among the vast majority of states with such programs, the level of support averaged two dollars per capita.

Colorado Rankings on Selected Public Library Statistics
Compared with Highest and Lowest Ranking States and D.C., 1996

Statistic	Colorado value	Rank	Highest ranking state	Value	Lowest ranking state	Value
Reference questions per capita	1.43	7	DC	2.37	WV	.02
Local income per capita	$26.00	9	DC	$38.22	HI	$0.0
Total operating expenditures per capita	$28.01	10	NY	$38.19	MS	$9.42
Circulation per capita	8.35	12	OH	12.34	DC	2.81
FTE staff per 25,000 served	12.91	18	OH	19.55	TN	7.30
MLS librarians per 25,000 served	2.58	18	DC	5.71	KY	.94
Visits per capita	4.92	19	CT	6.14	MS	2.37
ILLs received per 1000 served	34.37	23	RI	306.80	HI	.11
Volumes per capita	2.57	32	DC	5.18	TN	1.55
Audio materials per 1000 served	62.84	37	DC	601.52	AR	28.77
Subscriptions per 1000 served	4.84	37	NY	28.50	TN	3.58

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What are the consequences of the lack of state funding for Colorado public libraries?

- Colorado ranks in the middle of the 50 states and D.C. on several statistics, including indicators of staffing, such as FTE staff and MLS librarians per 25,000 served, and indicators of service, such as visits per capita and interlibrary loans received per 1,000 served.
- Colorado ranks surprisingly low on several measures of the size of library collections, such as volumes held per capita and audio materials and subscriptions per 1,000 served.

These statistics suggest that the lack of state funding for public libraries diminishes the quality of library collections. They indicate clearly that the holdings of Colorado public libraries in a variety of formats were relatively small. It is further likely that collections are in jeopardy of becoming increasingly out-dated, as libraries lack state support required to replace older materials.

FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 147 September 1, 1998

Smaller Secondary Schools Less Likely to Meet North Central Association Staffing Requirements for Library Media Programs

One of the few categories in which the North Central Association specifies quantitative requirements for middle and secondary schools is staffing. Among the categories of staffing included is library media.

The requirements are, by almost any definition, extremely modest: a half time library media specialist in schools with enrollments of 1000 and less, and a full-time specialist only in schools with enrollments exceeding 1000.

Statewide, one out of three Colorado middle and secondary schools does not meet these requirements.

Colorado Secondary Schools Not Meeting NCA Library Media Staffing Requirements, 1996-97*

		Not Meeting Library Media Staffing Requirements	
Enrollment	Number	Number	Percent
1000 and over	97	0	0.0
700-999	97	9	9.3
500-699	65	9	13.8
300-499	83	36	43.4
Under 300	185	120	64.9
Total	**528**	**174**	**33.0**

* For enrollments under 1000, the NCA requirement is 0.5 FTE. For enrollments over 1000, it is 1.0 FTE.

The likelihood that a school meets this requirement also drops steadily with the level of enrollment. Consider the extremes:

- If a child attends a school with an enrollment of 700 to 999, there is only a one in ten chance there will not be requisite library media staff.
- If a child attends a school with an enrollment of under 300, there is a two out of three chance requisite library media staff will be absent.

The all-too-predictable relationship between enrollment and NCA-required library media staffing indicates a serious equity issue for Colorado schools. This situation is all the more troubling knowing that a predictable consequence of the absence of such staff is lower average test scores. See **FAST FACTS** No. 141, *Library Media Specialists & Technology Linked to Higher CSAP Test Scores*, as well as **The Impact of School Library Media Centers on Academic Achievement** (CDE, 1992; Hi Willow, 1993). For links to these and other relevant resources, visit the Library Research Service web site, www.lrs.org.

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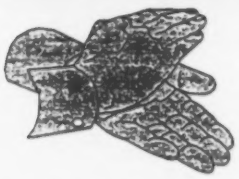
FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 148 October 5, 1998



The Colorado Library Card
A Resource Sharing Success Story

In Spring 1998, 133 (85 percent) of the 156 public, academic, and special libraries participating in the CLC program responded to an evaluation survey. By sector, the response rates were: public, 99 out of 112 or 88 percent; academic, 23 out of 29 or 79 percent; and special, 11 out of 15 or 73 percent.

The results indicate that the Colorado Library Card program is an overwhelming success.

- **Colorado Library Card libraries generally extend the same borrowing privileges to other Coloradans as to their primary clientele. This is the core principle of the CLC agreement signed by participating libraries.**
  - At nine out of 10 CLC libraries, non-resident* users can borrow books and audio books on the same terms as residents, as well as return materials borrowed from other libraries. Among the respondents, such privileges are almost universal among public and special libraries and are extended by three out of four academic libraries.
  - At four out of five CLC libraries, non-residents can borrow audio CDs, videos, and audio music cassettes and receive online database/Internet searches on the same terms as residents. Among the respondents, such privileges are almost universal among public and special libraries and are extended by one-quarter to three-quarters of academic libraries.
  - At three out of five CLC libraries, non-residents can request loans of materials from other libraries on the same terms as residents—a privilege not even mandated by the CLC agreement signed by participating libraries. Among the respondents, this privilege is extended by all special libraries, three out of five public libraries, and half of academic libraries.

Note: Throughout this document, the term "non-resident" is used to refer to non-residents of a public library's legal service area as well as to those not affiliated with a college or university operating an academic library or an organization operating a special library.

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- **The overwhelming majority of participating libraries of all types report that none of the anticipated costs of their participation in the CLC program is an issue.**
  - Nine out of 10 participating libraries have had no major problems dealing with increased workloads at circulation, reference, and interlibrary loan desks; nor do they report excessive competition for library space or technology, dramatic increases in courier traffic, or ignorance among non-resident borrowers of local library policies.
  - Four out of five participating libraries report no concerns about damage to or loss of materials or excessive competition for popular materials, such as best-selling books and videos; or problematic differences among CLC regarding available formats and services, loan periods, or fine rates.
  - Three quarters of participating libraries have no issue with keeping the borrower and circulation statistics required by the CLC agreement. The quarter of responding libraries that are experiencing issues of this sort are primarily public libraries.
  - Two-thirds of participating libraries are not experiencing major problems relating to the standing of non-resident borrowers with their home library or other CLC libraries. The third of responding libraries that are experiencing issues of this sort are primarily public libraries.

- **When asked to characterize the amount of effort required by CLC participation, considering the resources (staff, collections, facilities) they expend to serve non-residents, four out of five responding libraries indicated that it involved no or negligible effort.**

- **When asked to give the CLC program an overall rating based on its public relations value, as well as its impact on resident and non-resident users, two-thirds of responding libraries rated it modestly or very successful. Almost all of the remaining third indicated that it had no effect. No academic or special libraries characterized their participation as unsuccessful.**

Possible explanations for these overwhelmingly positive results include that total reported CLC circulation statewide (about 877,000) is equal to only 2.7 percent of total circulation (32 million) and that the number of libraries receiving extraordinary amounts of business due to the CLC program is a small one. Of the state's 115 public library jurisdictions, only 15 (13 percent) have double-digit percentages of CLC registrants relative to local registrants. Many of these libraries function in extraordinary circumstances that may help to explain this survey's findings. Two examples: Denver Public Library, which has the most non-resident borrowers—84,436 (25 percent of its registered residents)—receives funding from the General Assembly to serve as the Colorado Resource Center. Like other municipal libraries in Boulder county, Louisville Public Library serves residents of Boulder cities and unincorporated Boulder county who do not have their own libraries. As a result, it reports non-resident registration equal to 67 percent of its resident registration—the highest such figure statewide).

Apparently, the Colorado Library Card program is achieving its primary aim of extending open access to libraries statewide (among public, academic, and special libraries), and—at least so far—is not raising cost-of-participation issues for the vast majority of participating libraries.

FAST FACTS

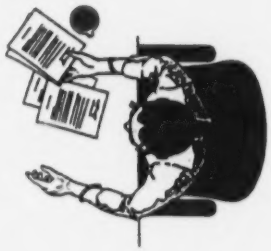
Recent Statistics from The Library Research Service

ED3/110.10/No. 149 October 6, 1998

Student Use of Library Media Programs Key to NAEP Success

The National Center for Education Statistics recently released the long-awaited results of its latest survey on school library media programs, **School Library Media Centers: 1993-94** (NCES 98-282). Though access to the resulting data file is severely restricted, some of the report's summary tables by state permit some rudimentary impact assessment when combined with average state reading scores from the National Assessment of Educational Progress (NAEP).*

Combined,three variables—the ratio of students to library media specialists, weekly LMC visits per student, and weekly circulation per student—explain 51 percent of the variation in NAEP reading test scores for 1994.



A comparison of mean (average) values on these three key statistics indicates that states with above average reading scores (213 or higher) have schools where students:

- have greater access to library media specialists (519 v. 635 students per LMS, r = -.542, p >.01).
- visit school library media centers more frequently (.85 v. .80 weekly visits per student, r = .633, p > .01), and
- borrow more books and other materials (1.5 v. 1.2 weekly loans per student, r = .395, p >..05).

* In this context, test scores for the fourth grade must be taken as a proxy indicator of school success at all grade levels, as the LM data from NCES are not grade-specific.

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Doubtless, there are many other related variables—within and beyond library media programs—which influence these relationships. Nonetheless, these findings are consistent with those reported in **FAST FACTS** No. 141 (August 15, 1998), *Library Media Specialists & Technology Linked to Higher CSAP Test Scores* as well as those reported in **The Impact of School Library Media Centers on Academic Achievement** (1992, 1993). Such relationships are being further explored in a new Colorado study—tentatively titled **How School Librarians Help Kids Meet Standards**—scheduled for early 2000 publication. For more information about the LRS's research on school library media programs, visit www.lrs.org.

FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 150 October 7, 1998

Well-Managed Library Media Programs That Cooperate With Local Public Libraries Linked to Higher CSAP Test Scores

Table 1 ■ Library Media Program Management Practices, School-Public Library Relationships & CSAP Reading Test Scores, Colorado Public Schools, 1997

Condition present/absent	Number of Responding Schools	Average 4th Grade Reading Scores, 1997 * Mean	Median
Plan for development of LM program			
■ Yes	38	58	67
■ No	14	55	59
Collection development or materials selection policy			
■ Yes	43	61	67
■ No	11	47	48
Relationship between LM program & local PL			
■ Yes	41	61	64
■ No	16	50	62
PL staff presents book talks at LMC			
■ Yes	7	64	73
■ No	50	57	63
Summer reading program offered by local PL			
■ Yes	35	59	66
■ No	22	56	57

* Scores indicate the combined percentage of students who scored at proficient and advanced levels.

In 1997, Colorado fourth graders were the state's first public schoolchildren to be tested on reading via the Colorado Student Assessment Program (CSAP). Average test scores for a stratified and weighted random sample of 74 (eight percent) of Colorado's 908 elementary schools were combined with data about their library media programs to answer the following questions:

Are students likely to earn higher reading scores if:

- *there is a plan for the development of their school's library media program?*
- *there is a collection development policy that guides the library media specialist's selection of learning resources?*
- *there is a relationship between the school library media program and the local public library?*
- *public library staff visit the library media center to present book talks?*
- *the local public library provides a summer reading program to prevent the loss of reading skills progress during the break between school years?*

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FAST FACTS No. 150 - Well-Managed Library Media Programs That Cooperate With Local Public Libraries Linked to Higher CSAP Test Scores – October 7, 1998

The answer to all of these questions is a resounding yes! Students in schools with well-planned library media programs and well-documented collection development policies, and whose relationships with public libraries include book talks and summer reading programs averaged reading scores up to 15 points higher than those without such LM programs.

FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 151 October 20, 1998

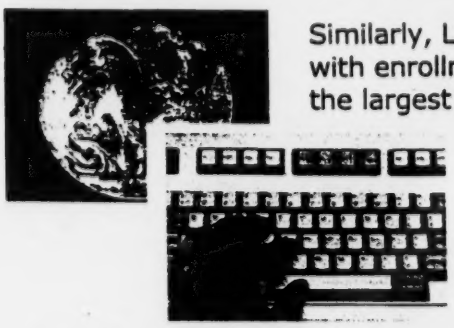
World Wide Web Access via Library Media Centers in Colorado Public Schools, 1998

During the 1997-98 school year, access to the World Wide Web via library media centers in Colorado public schools was widespread, though there were important differences by school level and enrollment range.

In the state's high schools, web access was almost universal. Virtually all LMCs provided web access to library media staff, teachers, and other school staff, and nine out of ten provided web access to students. Availability of web access declined with school level. Only about three fourths of elementary and junior high/middle school LMCs provide staff access to the web, and only two thirds provide it to students.

World Wide Web Access via Library Media Centers in Colorado Public Schools by School Level and Enrollment Range, 1998

School type	Number of schools, Fall 1997	World Wide Web access for: Library media staff	Teachers/ other staff	Students
All public schools	1409	83.9%	83.1%	77.6%
School level				
Elementary	883	77.5%	76.3%	67.5%
Jr high/middle	261	85.1%	85.1%	77.6%
High	265	95.7%	94.2%	91.3%
Enrollment range				
2000 & over	12	100.0%	100.0%	100.0%
1000-1999	85	100.0%	97.1%	94.3%
700-999	138	90.2%	87.8%	78.0%
500-699	282	85.7%	85.7%	80.4%
300-499	424	79.0%	79.0%	72.6%
Under 300	468	71.4%	71.4%	67.9%



Similarly, LMC-based access to the World Wide Web declines with enrollment. While such web access is almost universal in the largest schools—those with enrollments of 1000 and over, only about three-fourths of schools with enrollments between 300 and 1000 provide it. Predictably, the smallest schools—those with enrollments of less than 300—are also the least likely to have web access. Only two-thirds of LMCs in the smallest schools have it.

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FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 152 October 21, 1998

Better-Funded Public Libraries Provide More Service to Individual Users

As for all tax-supported enterprises, a perennial issue for public libraries is the relative merit of smaller, lower-budget operations and larger, higher-budget ones. The former claim to be able to provide more personalized service, because they are closer to their clients. The latter claim to create "economies of scale" that enable them to provide more, cheaper services. Data from the National Center for Education Statistics indicate that the latter argument has some validity.

Highlights

- Compared with lowest funded public libraries, highest funded ...
  - handle almost three times as many reference questions per capita,
  - receive almost half again as many visits per capita, and
  - generate almost a third higher circulation per capita.
- Within peer population groups, higher funded public libraries consistently "out-produce" lower funded ones.

On the three major output statistics reported by the 8,948 U.S. public libraries for 1996—library visits, circulation, and reference questions—larger, better funded libraries excel over smaller, poorer ones. (See Table 1 below and the Charts 1, 2, and 3 on the next page.)

Table 1 ■ Average Per Capita Service Transactions of U.S. Public Libraries by Total Operating Expenditures, 1996

Total operating expenditures	Visits per capita	Circulation per capita	Reference per capita
Less than $50,000	3.6	6.8	.54
$50,000-99,999	4.3	7.9	.64
$100,000-249,999	4.4	8.1	.69
$250,000-499,999	4.6	8.2	.72
$500,000-999,999	5.1	8.5	.79
$1,000,000 or more	5.1	8.9	1.40

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Chart 1
Visits per capita

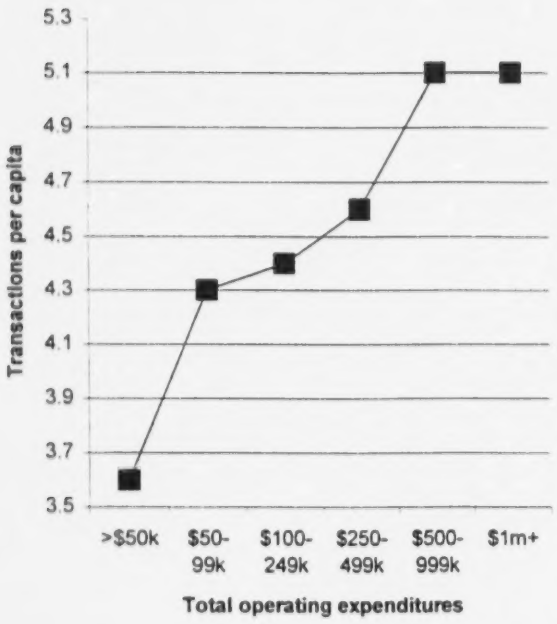


Chart 2
Circulation per capita

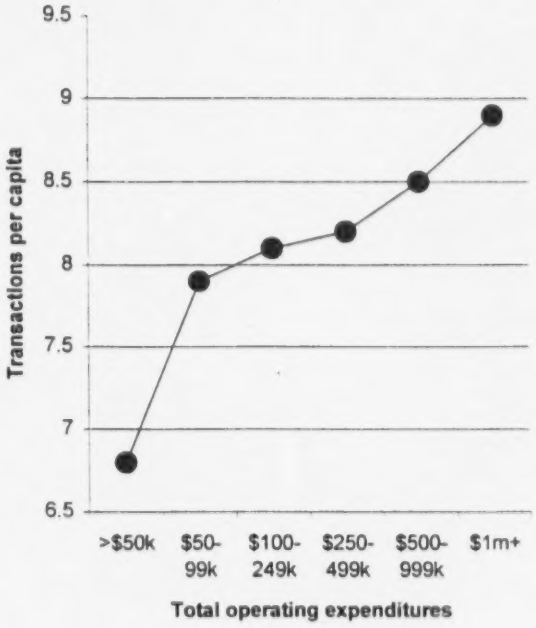
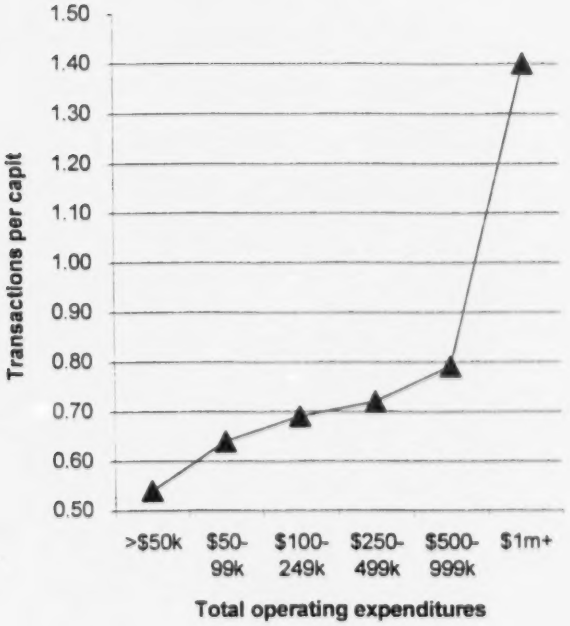


Chart 3
Reference per capita



The dramatic jumps on each of the charted statistics inspire some speculation: Both visits per capita and circulation per capita rise sharply once a public library's expenditures exceed $50,000. (See Charts 1 and 2.) Why? Perhaps, because, until a smaller library's expenditures pass that minimal threshold, it must choose between having the staff required to keep the library open to be visited and having a collection budget with which to purchase in-demand circulating materials. Once a larger library's expenditures top a million dollars, there is a sharp increase in reference questions per capita. (See Chart 3.) Why? Perhaps, because of the huge ongoing costs involved in maintaining both a large staff dedicated exclusively to reference service and a substantial reference collection (including both print and electronic resources).

What is the practical utility of these general findings about the relationship between spending levels and service outputs? Certainly, it is impossible for a particular library to move from the bottom to the top of the national funding spectrum. One might wonder if the patterns so apparent when examining the nation's public libraries as a whole are equally apparent within more comparable groups of libraries. Following are the results of this analysis for the smallest and largest groups of libraries—i.e., those serving populations of less than 1,000 and those serving populations of 100,000 or more. (See Tables 2 and 3.)

Among 973 public libraries serving populations of less than 1,000, the per capita outputs grow exponentially with increases in expenditures:

Table 2 ■ Average Per Capita Service Transactions of U.S. Public Libraries Serving Populations of Less Than 1,000 by Total Operating Expenditures, 1996

Total operating expenditures	Visits per capita	Circulation per capita	Reference per capita
Less than $50,000	5.3	9.8	.72
$50,000-99,999	13.1	23.2	1.36
$100,000-249,999	46.5	49.4	3.68

Compared with small libraries that spend less than $50,000 annually, those that spend $100,000 or more a year ...

- receive almost ten times as many visits per capita,
- generate almost five times as much circulation per capita, and
- answer more than five times as many reference questions per capita.

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Table 3 ■ Average Per Capita Service Transactions of U.S. Public Libraries Serving Populations of 100,000 or More by Total Operating Expenditures, 1996

Total operating expenditures	Visits per capita	Circulation per capita	Reference per capita
$250,000-499,999	.13	.59	.02
$500,000-999,999	1.70	2.95	.33
$1,000,000 or more	3.33	6.39	1.19

Among the 475 public libraries serving populations of 100,000 or more outputs increase even more sharply with expenditures.

Compared with large libraries that spend less than half a million dollars annually, those that spent a million dollars or more a year ...

- receive more than 25 times as many visits per capita,
- generate more than 10 times as much circulation per capita, and
- answer almost 60 times as many reference questions per capita.

Colorado Postscript

It is impossible to replicate this analysis for Colorado in a meaningful way, because there are only 114 public library jurisdictions in the state and so few of them fall in some of the six ranges of total operating expenditures. A simplified version of the national analysis is possible, however, if the state's public libraries are divided into two groups, those that spend $100,000 or more and those that spend less than $100,000*. (See Table 4.) Higher spending libraries out-produce lower spending ones on three types of per capita usage statistics—visits, circulation, and reference questions. Similar findings result if the 25 top spending libraries are compared with the 25 lowest spending libraries. (See Table 5.)

Table 4 ■ Average Per Capita Service Transactions of Colorado Public Libraries by Total Operating Expenditures, 1997

Total operating expenditures	Visits per capita	Circulation per capita	Reference per capita
Less than $100,000	5.4	7.4	.75
$100,000 or more	6.6	8.3	.95

Table 5 ■ Average Per Capita Service Transactions of 25 Top and 25 Lowest Spending Colorado Public Libraries, 1997

Total operating expenditures	Visits per capita	Circulation per capita	Reference per capita
25 lowest spending	4.1	5.2	.60
25 top spending	6.6	8.9	1.20

* NOTE: That amount not only separates the state's libraries into two almost equal size groups, but approximates the costs of a minimal operation (one full-time librarian with a master's degree from an ALA-accredited program, one full-time support staff, a modest budget for print and non-print materials, and a technology budget big enough to support at least one Internet-accessible terminal).

For a link to the National Center for Education Statistics web site and the data analyzed here—as well as data on Colorado and other states—visit http://www.lrs.org.

FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 153 October 22, 1998

State and National Data Link Circulation of Children's Materials from Public Libraries & Reading Test Scores

Relationships between public libraries and school library media centers (LMCs) are somewhat difficult to observe and assess. Consequently, distinguishing between the effects of public libraries and school LMCs on children's performance in school is problematic. Several recent issues of **FAST FACTS** have presented evidence of the contributions of LMCs alone and their collaboration with public libraries.

The latest data available for both Colorado (1997) and the United States (1994) indicates that public libraries themselves contribute to academic achievement.

Highlights

- In Colorado school districts scoring in the highest third on the 1997 CSAP reading test, circulation of children's materials per capita by public libraries was 50 percent higher than in school districts scoring in the lowest third.
- Similarly, in states scoring in the highest third on the 1994 NAEP reading test, circulation of children's materials per capita by public libraries was more than a third higher than in states scoring in the lowest third.

Table 1 ■ Average Circulation of Children's Materials Per Capita for Public Libraries in High, Middle, and Low Scoring School Districts on the Colorado Student Assessment Program (CSAP) Reading Test, 1997

School Districts Ranked on CSAP Reading Test Scores	Circulation of Children's Materials Per Capita* for Public Libraries, 1997		
	Print	Non-print	Total**
Highest Third	2.8	.51	3.2
Middle Third	2.3	.19	2.7
Lowest Third	2.0	.18	2.3

Sources: Colorado Department of Education, LRS.

* While circulation of children's materials per child would be a preferable ratio, numbers of children residing in public library jurisdictions are not readily available. Because the circulation count is of children's materials rather than transactions by children, using legal service area population is deemed an acceptable substitute.

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Colorado

When aggregated by school district, the state's public library statistics for 1997 indicate that circulation of children's materials—both print and non-print formats—is associated with higher performance on the Colorado Student Assessment Program (CSAP) reading test. (See Table 1.)

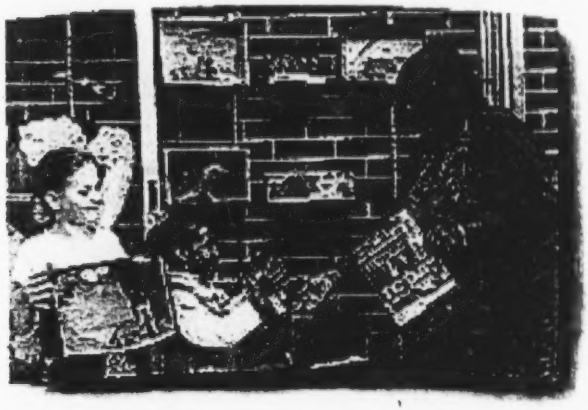


Table 2 ■ Average Circulation of Children's Materials Per Capita for Public Libraries in High, Middle, and Low Scoring States on the National Assessment of Educational Progress (NAEP) Reading Test, 1994

States Ranked on NAEP Reading Test Scores	Circulation of Children's Materials Per Capita for Public Libraries
Highest Third	2.5
Middle Third	2.0
Lowest Third	1.8

Sources: Library Statistics Program and National Assessment of Educational Progress, both National Center for Education Statistics

United States

Likewise, when aggregated by state, the nation's public library statistics for 1994 indicate that circulation of children's materials (including print and non-print formats, but not distinguishing between them) is associated with higher performance on the National Assessment of Educational Progress (NAEP) reading test. (Note: The latest year for which NAEP reading test scores are available is 1994.)

Further Reading

Other recent issues of **FAST FACTS** on the role of school library media centers and/or public libraries in K-12 academic achievement include:

- No. 141; Aug 15, 1998: *Library Media Specialists & Technology Linked to Higher CSAP Test Scores*
- No. 149; Oct. 6, 1998: *Student Use of Library Media Programs, Key to NAEP Success*
- No. 150; Oct. 7, 1998: *Well-Managed Library Media Programs That Cooperate With Local Public Libraries Linked to Higher CSAP Test Scores*

For copies of these issues of **FAST FACTS** and documents concerning **The Impact of School Library Media Centers on Academic Achievement** (1992, 1993) and the study in progress, **How School Librarians Help Kids Achieve Standards**, visit www.lrs.org.

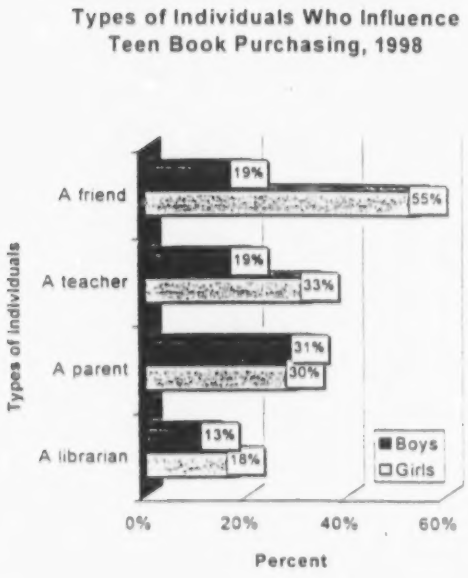
For more information about the National Assessment of Educational Progress (NAEP), visit nces.ed.gov/NAEP. Regularly updated links to this and related sites also appear on the LRS site.

FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 154 October 29, 1998

Teens Credit Librarians With Influencing Their Book Purchases



If you are a young adult librarian, have you ever considered how many of your clients may be looking to you for book purchasing recommendations? According to a recent **Publisher's Weekly** poll of 12 to 17 year olds nationwide...

- Librarians rank fourth after friends, teachers, and parents as the people they most credit with influencing their book-buying choices.
- After parents, librarians are the individuals to whom teenage boys are almost as likely to turn as teenage girls are. (Gender differences for friends and teachers are dramatic, as the chart at the left illustrates.)

Assuming that these national results apply to Colorado, consider the following: Based on 1997 Census Bureau data, it may be estimated that there are now over 176,000 boys and almost 157,000 girls between the ages of 12 and 17. At the reported percentages, that means that there are about 52,000 teenagers—23,000 boys and 29,000 girls—looking to librarians to recommend books to them.

How many of them use your public library or school library media center?

Sources: *Reading Seen As "Cool,"* **Publisher's Weekly**, October 12, 1998, pp. 28-31. *Estimates of the Population of the U.S. and States by Single year of Age and Sex: July 1, 1997* (http://www.census.gov/population/estimates/state/stats/ag9797.txt).

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FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 155 November 11, 1998

Colorado Library Media Programs Mirror Nation's Schools on Internet Access for Students

According to Nua Internet Surveys, a recent study by Quality Education Data (QED) found that 39 percent of U.S. schools that provide students access to the Internet use filtering software and 80 percent have some kind of acceptable use policy in force.

Similar data on school library media programs in Colorado for 1998 indicate that 32 percent of LMCs that provide access to the World Wide Web filter some or all of their terminals and that 82 percent have policies specifying the conditions under which students can use the Internet.

Selected Internet Policies & Practices of U.S. Schools & Colorado School Library Media Programs, 1998

Selected Internet Policies & Practices	U.S. schools	Colorado school library media programs
Filter Internet access for students	39%	32%
Have acceptable use policies (specify conditions of student use)	80%	82%

Sources: Nua Internet Surveys (citing QED), LRS

SOURCES

- *QED: One Third of U.S. Schools Use Filters*, **Nua Internet Surveys**, July 30, 1998. (http://www.nua.net/surveys)
- Unpublished Library Research Service data, 1998

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MEMO

DATE: August 14, 1998
TO: **FAST FACTS** Subscribers
FROM: Keith Curry Lance, Director, Library Research Service
RE: **FAST FACTS** on the Web

Without a doubt, the most popular LRS publication is **FAST FACTS**: *Recent Statistics from the Library Research Service*. Published irregularly for over 10 years now, it is a reliable source of the most current data available on timely library issues. Each issue is a pleasure for us to produce, and we are all the more pleased to receive the thank you notes that almost every issue brings. We are especially grateful to all of you who subscribe to **FAST FACTS** and who share it with your colleagues.

We are pleased to announce, therefore, that all issues of **FAST FACTS** from 1995 to the present may be found in .pdf format on the new LRS web site, www.lrs.org. They are easy to locate, as we gave **FAST FACTS** its own button. New issues will be posted there immediately, as soon as they have been completed and approved. Like all new content on this site, new issues will be noted in announcements sent to major state and national library listservs, including libnet and k12 (both Colorado), lmnet, plrsnet, and publib. Feel free to recommend additional listservs, if you are not on any of these and want to be advised of new issues. As ever, we welcome your ideas for future **FAST FACTS**.

As of January 1, 1999, **FAST FACTS** will no longer be distributed in paper outside Colorado. As a one-year experiment, 1999 issues will be distributed in paper in-state only via the State Library's monthly mailing. We hope to reduce, if not eliminate, paper publication costs and delays. While **FAST FACTS** will continue to carry the Colorado Department of Education copyright, all issues posted to the web may be reproduced in paper for library and educational use without charge.

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IDENTIFIERS: *Colorado
ABSTRACT: Seven issues of a newsletter on recent library statistics in Colorado provide information Internet service in Colorado public libraries, technology in public libraries, school library media centers, and the number of public library outlets in Colorado and the United States. Almost all of Colorado's public libraries provide electronic access to information, through ACLIN (Access Colorado Library and Information Network) and the Internet. Ninety-five percent of Colorado households reported having one or more members who used the services of a public library within the past year, according to a 1996 public opinion poll, while families with children using libraries and library technology more often. Highlights of a report on the status of school library media programs Colorado for 1994-97 are presented. The availability of after school and weekend hours of library media centers in Colorado public schools in 1997 are assessed. National statistics for the 1995-96 school year indicated that school library media programs in Colorado are typical of those in the nation as a whole. State and national surveys indicated that Coloradans and Colorado public libraries meet or exceed several national norms regarding the Internet, with Coloradans 38% more likely to be regular Internet users, and Colorado public libraries 22% more likely than libraries nationwide to provide Internet access. Another study showed that only three out of five American communities have public library outlets. (SWC)
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